

Developing Critical And Creative Thinking-Based Islamic Religious Education Learning Designs Using Discovery Learning Strategies Through Saintificate Approaches

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Abstract

This study aims to describe and analyze the development of Islamic Religious Education learning designs based on critical and creative thinking with a scientific approach with discovery learning strategies. This research method uses qualitative research with descriptive research types. Primary data sources in this study were Islamic Religious Education teachers, students, and school principals. Secondary data sources in the form of books, research journals, and documentation. Data collection techniques using observation, interviews, and documentation. Data analysis techniques using data reduction, analysis, interpretation, and triangulation. The results of this study stated that the fiqh learning process still uses a lot of methods that are less attractive because it is too monotonous to only use one method, namely the lecture method, without being balanced with other methods, so that the learning atmosphere feels bland. less attractive, looks quite boring, without media support and interesting facilities.

Keywords: *Islamic Religious Education Learning Design, Critical Thinking, Creative, Discovery Strategy, Scientific Approach*

A. Introduction

Regarding the National Education System Chapter 1 Article 1 Paragraph 21, 2003) Education aims to make people who believe and fear God Almighty, have a noble character, are healthy, creative, knowledgeable, capable, and independent, and become democratic and responsible citizens; this will be achieved through education from the elementary school level to the tertiary level. In the Minister of National Education and Culture regulation regarding content standards for primary and secondary education units, the content standards cover the minimum competencies that must be achieved (Undang-Undang Nomor 20 Tahun 2003).

Religious education is a compulsory subject in every education unit in Indonesia to create a nation with character and noble character under the mandate of Law Number 20 of 2003. On the other hand, UNESCO has also formulated four pillars of education: learning to know, learning to do, learning to be, and learning to live together. These are essential references in organizing education (Rosyadi, 2019). As in learning the field of fiqh studies at the madrasah primary, madrasah tsanawiyah, and upper levels such as madrasa aliyah, at all levels of education, some goals must be achieved in a learning process, one of the learning objectives of students is to have the ability to think critically and creatively. Students can be said to have achieved the learning objectives, which can be shown by being able to carry out the activities of searching and investigating logically, analytically, systematically intelligently, and responsibly so that students are expected to be able to find their knowledge, attitudes, and skills as a form of embodiment of change-behavior (Hasbi & Yusman, 2016).

The learning method is a systematic process carried out by the teacher in conveying material to students using the learning method. One method that is effectively used includes the discovery learning

method approach, which is a learning method where students are involved in finding out for themselves what they want to know (Lutfiatul et al., 2021), thus training students to be active and creative in finding as much information as possible. -there are many, but this method must be accompanied by other methods such as discussion, question and answer, and practical methods so that the material can focus on what is being taught (Putra, 2017); (Widyaningsih et al., n.d.)

In cultivating the ability to think critically and creatively, stimulation from a teacher is needed, including the ability to choose and determine appropriate learning methods and manage classes so that learning objectives can be achieved. In the selection of methods in learning activities it occurs that students who look disinterested and less enthusiastic in participating in the learning process. Choosing an inappropriate learning method causes boredom for students (Wicaksono, 2021).

As a complete support for PAI learning, one of the components in the learning system that must be considered is the model, materials, strategies, and learning methods. The emphasis on the learning process is significant because, as explained above, PAI is a study of practical knowledge and attitudes, not just understanding (concepts or memorization). One of the models used is discovery learning. To improve student learning outcomes in PAI learning materials, especially in critical thinking material, the use of the Discovery Learning method in education is highly expected because, in this learning model, students are required to be active, find something new, and be trained to be confident in presenting their findings, as their material when they have graduated in dealing with existing problems (Baji, 2023).

Problems related to fiqh material found in schools and their environment are something that needs to be solved together in a teaching and learning process so that the problems faced by students

can be solved; this requires the ability to have adequate academic qualifications in the learning process, Classroom management skills and no less important is the teachers' ability to choose the suitable method (Solichin, 2018). Besides that, Syaiful Sagala (Abidin, 2019), a problem that is often also encountered in the learning process is that there are differences related to various student characteristics. Children as students have differences in learning; some like to read, some want to discuss, and some like hands-on practice. If the teacher does not know what is going on in students' minds to understand something, presumably, the teacher will not be able to give the right encouragement to those learning. Students will quickly forget the lessons they receive if the teacher does not provide correct and enjoyable explanations. In students' minds, there is the only movement in the learning process if new things in the subject matter are presented clearly. Thus, learning will result in relatively permanent changes in student behavior.

An inaccurate method will create an unattractive learning atmosphere so that the result that will arise is not being achieved in the teaching and learning process; an exemplary method is a method that can include and involve students in the learning process; students are trained to seek and find as well as solving their problems and problems faced, learning experienced by students with the technique of finding and finding problems themselves, in this kind of learning process, students will gain knowledge that will always be remembered and firmly understood in the minds of students, in such a learning process a teacher is only a facilitator, or only acts as a person in charge of preparing learning devices and tools (Ginanjar, 2020).

Fiqh learning is given with a vision to create human beings who fear Allah SWT and have a noble character and aims to produce human beings who are honest, fair, virtuous, ethical, respectful, disciplined, harmonious, and productive, both personal and social.

Fiqh learning is also expected to produce human beings who constantly strive to perfect faith, taqwa, and morals and are active in building civilization and harmony of life, especially in advancing a dignified national culture (Sanusi, 2015).

This research was conducted in Nanga Pinoh, Malawi district. The Madrasah has a directed vision, mission, and goals if the students are also trained in their skills in speech competitions, MTQ, and ANBK. The idea is to create excellent graduates based on faith and piety and to make madrasa students honest and accomplished, superior in UNBK UAMNBK scores, excel in religious activities, and excel in achievement. Therefore, by observing the problems above, the research describes and analyzes the learning design of Islamic Religious Education based on critical and creative thinking with a discovery learning strategy through a scientific approach.

B. Method

This research method uses qualitative research with descriptive research types. This research was conducted in 3 locations: MIN 2 Malawi, MTSn2 Malawi, and MAN Malawi in Malawi District, West Kalimantan. The data sources for this research consisted of primary data sources, namely Islamic Religious Education teachers, school principals, and students. Secondary data sources use Islamic Religious Education textbooks, research journals, and websites that support research. Data collection techniques in this study used observation, interviews with teachers and how many students, and documentation in the form of lesson plans for Islamic Religious Education (Fiqih). The data analysis technique used in this study was qualitative, including interview transcripts, data reduction, analysis, data interpretation, and triangulation. The results of data analysis can then be drawn as conclusions.

C. Finding and Discussion

Finding

Learning Design for Islamic Religious Education at MIN 2 Malawi

Islamic Religious Education in Madrasah Ibtidaiyah, as an elementary school, of course, the things that are taught are essential, necessary and principles related to the consequences of being a Muslim, even though at that age students have not yet reached the age of maturity so they fall under the obligation to do something that must be done. However, as teachers, we must convey the basics of Islamic knowledge, both about students of fiqh, muamalah, the Qur'an hadith, aqidah morals, and the introduction to Arabic. In practice, what is taught in these madrasah is still in the form of fundamental and straightforward concepts, but it is not wrong if the teacher develops them (Fathurrohman et al., 2020).

Using a multi-method approach, learning objectives can be achieved not only when they are in class and at the school but these students have the knowledge that can be practiced and accounted for before Allah SWT. The multi-method of learning is a combination of several methods used by teachers in learning. In this study, the application of multi-method knowledge includes lecture, demonstration, and experiment methods. Multi-method education is more effective in improving the learning process than using multiple or a single method (mono-method) to develop student's creative thinking skills (Nasrulloh et al., 2017).

In this process, students must be guided continuously, and continuously, not only at the class level with the curriculum with that material, but by all teachers at every level, not only the Islamic Religion teacher who is responsible, but the class teacher who holds the authority of their students must continue to implement the obligations of every student in carrying out what has been

taught, as a form and result as a student who is independent and responsible for the obligations as a servant and caliph on earth that will be faced in the future when the student reaches puberty.

By using a multi-method approach or several methods in one lesson, it is hoped that the teaching and learning process carried out can achieve the learning objectives by the expectations of the maple teacher in the field of fiqh studies; in this case, it has been determined by the teacher as stated in the lesson plan that the teacher has made. Learning objectives can be achieved in class and at school, but these students have enough knowledge to be practiced in everyday life and accountable before Allah SWT. This effort can be made with a multi-method approach. One example of some of these methods is discovery learning.

The discovery learning method in learning about ablution is carried out by teachers of fiqh subjects about ablution; the teacher invites students at the beginning of learning to understand the concept of ablution, both theoretically and by composing songs related to ablution, then students are invited to pay attention to the teacher how to the correct ablution, then the teacher asks and brings students to practice ablution directly without water or with running tap water that is available and available at the school, the learning process now experienced by students will become knowledge that stabs into the heart and deeply ingrained in the students themselves.

The discovery model (Mulyasa, 2011) is the success of a teacher's learning process. Using learning models with the material being studied is intended so that students can capture lessons easily, master concepts, and be active in teaching and learning activities in class. Mulyasa (Laksana, 2018) using the suitable model will also determine the effectiveness and efficiency of learning.

Learning Design for Islamic Religious Education at MTsN 2 Melawi

One of the madrasas in Nanga Pinoh, Malawi district, is MTsN 2, which is a madrasa that is the destination for parents to send their children to school to study and gain knowledge, both religious knowledge and general sciences as well as some extracurricular sciences such as Scouts, karate, art, both dance and fine arts, are all priorities for education at MTsN 2 Malawi. Thus it is hoped that children who attend madrasah tsanawiyah will have general knowledge and religious knowledge as well as skills that interest students. Based on the results of research in the field, the components of lesson plans that have been made and implemented have been considered good because they already have features that make standards in learning, using methods that are appropriate to the material being taught. The concept applied in the field was when learning a lot of fiqh studies on zakat at Madrasah Tsanawiyah Negeri 2 Malawi.

Based on the results of interviews with Islamic Religious Education teachers, "teaching and learning activities carried out by teachers in the field of fiqh studies about zakat using the discovery learning method, with a scientific approach the method chosen is the discovery learning method with the hope that in the teaching and learning process about zakat has a goal that must be achieved, namely as follows, firstly students can describe the meaning of zakat, from this learning objective students or students, can explain and explain by defining the purpose of zakat by using words clearly and in detail so that students can understand what the phrase zakat means. The second goal is that students can explain what kinds of zakat, among others, are zakat fitrah, zakat mal, and zakat income.



Figure 1. The Learning Process at MTs Negeri 2 Malawi

The third learning objective is that students can explain the terms and pillars of zakat fitrah, the conditions for zakat fitrah include Islam, all Muslims, both young and old, all meet the requirements to pay zakat if they are Muslim, independent meaning that all Muslims are obliged to issue zakat if in an independent condition means that he is not a slave or slave, able or well-off, meaning that at the time he is obliged to issue zakat he is in sufficient condition or has more assets for the next few days, then he is obliged to pay zakat, the time to pay zakat means that in issuing zakat fitrah and mal must be at the time determined by Islamic religious law, namely one day before the arrival of the Eid al-Fitr holiday, while zakat mal is issued when the assets owned have reached the nisab and haul, nisab means that it is of sufficient size, for example is the nisab gold is when it is 955 grams of gold and it has reached haul, meaning that gold has been owned for one year in unused condition, for assets that are used, zakat is not imposed.

M. Fadillah (Vidiarti et al., 2019) A lesson plan or what is known as an RPP is a form of lesson plan that will be carried out by educators in learning activities. In this case, an educator has paid close attention to both material, assessment, time allocation, learning resources, and learning methods that will be used so that

in detail the learning activities are neatly arranged in planning the implementation of learning.

Learning Design of Islamic Religious Education MAN 1 Melawi

Madrasah Aliyah Negeri 1 Malawi is a school located on Jl. Provinsi in the Central of the Nanga Pinoh Town in Melawi. Students are also trained in their skills in speech competitions, MTQ, and ANBK. The Madrasah has a vision, mission, and directed goals. The idea is to create superior graduates based on faith and piety and make students madrasahs who are honest and accomplished excel in UNBK UAMNBK scores, in religious activities, and in achievement.

Learning Implementation Plan (RPP) is a plan that describes the procedure and organization of learning to achieve a basic competency (KD). Curriculum content standards can be developed into seabass, then set back into lesson plans, in a primary outcome of several indicators for one learning meeting. RPP components include school identity, competency standards, essential competencies, indicators, teaching materials, learning methods, learning media, learning resources, and assessment. In teaching and learning activities, we can see a sample of fiqh teachers conveying their learning material about justice in Islam. The lesson is that the learning process is perfect because the delivery of material and evaluation involves maximum student activity.

In the learning process carried out at Madrasah Aliyah Negeri 1 Malawi in the field of fiqh studies on material about "Justice in Islam and its wisdom" is carried out using based learning and discussion methods; in this study, students directly demonstrate the judicial process which involves several Aliyah students, the following are the stages the learning process carried out. The first is the preliminary stage, where the students greet and pray with humility and wisdom, then the teacher checks the presence of students by taking attendance. The maple fiqh teacher provides reinforcement and motivation for the

students to study hard and then continues by reading. The teacher conveys an outline of the material and steps in learning.

The core activities in the learning process carried out at MAN Malawi regarding judicial material in Islam and its wisdom begins with literacy activities starting with the teacher guiding students to see, observe, read, and write down important things from what they have read in the book. Readings that have been distributed to students, then the teacher displays using in focus about material related to justice in Islam and its lessons. In the early stages of learning with literacy activities, students can explore, search and find as much information themselves as possible.

Then After that it is continued the next stage, the teacher guides and directs students to create study groups; in each group, students are required to discuss among their group mates to collect information obtained and re-present and exchange information between groups about material justice in Islam and the lesson; this is done so that students have an attitude or behavior with habituation for students to think critically and creatively. After that, it is followed by a stage where students present the results of a group or individual work classically, accompanied by expressing opinions on the presentations made, which are then responded to by the groups or individuals presenting in this learning stage; students are trained to be able to communicate things that are discovered by students' children, in this learning stage students are trained to be able to share what is in learning about justice in Islam, with the ability of students to speak to other groups it is hoped that students will be trained to think critically and creatively.

In the stages so that students have an attitude of creativity in the learning that has been carried out, the teacher and students reflect on the learning experience together with the teacher, which is then

followed by a stage where this stage helps measure students' abilities from the aspect of knowledge, the teacher distributes post questions tests to be carried out by all students to measure the absorption or comprehension power obtained by students in learning related to justice in Islam and its wisdom.

Discussion

Discovery learning is one of several learning models recommended in the 2013 curriculum which refers to Permendikbud No. 103 of 2014. This recommendation is given of course with the consideration that this method can support teaching and learning activities where students can develop and have scientific character, increase curiosity and social and independent behavior. This method is also believed to not lead to teacher-centered learning which makes students passive learners (Khasinah, 2021).

A teacher in the field of fiqh studies at Madrasah Tsanawiyah Negeri 2 Nanga Pinoh applies a discovery learning method in order to foster the ability to think critically and creatively in students. with the learning discovery method as according to Sund discovery is a useful mental process to train students' ability to assimilate a concept or principle, this means that students or students make observations, digest, understand, classify, make conjectures, explain, measure and make a conclusion. The scientific process includes the stages of using all the senses, namely seeing, smelling, hearing, touching and tasting to recognize something that is being observed, the more senses that are used, the more information obtained is then received and processed in the child's brain, after the observation process is carried out The next step is asking, in this stage of the process students find out or confirm and match the knowledge that the child already has with the knowledge he is learning.

The next stage in the scientific process is collecting data (Collecting). students to carry out activities that support the learning process are things that really support the child's ability to foster a critical and creative attitude in thinking. The stage of associating, associating is connecting the knowledge that is already owned with the new knowledge that is obtained or that is around it. To know the association process is able to mention similarities, mention differences, classify, compare and so on. After students are able to associate learning material, then the stages of the learning process with a scientific approach are communicating with the reinforcement process with the new knowledge gained by the child. Children who have reached development will be able to communicate.

In addition to choosing the right method that is no less important is the teacher's ability to manage the class, Ahmad Rahani said that class management is important in a learning process to create an optimal learning atmosphere including coaching report cards, stopping student behavior that does not pay attention to learning activities giving rewards or rewards for timeliness, determining productive groups and so on (Wahyuni, 2013). Islamic Religious Education in Madrasah Ibtidaiyah, as an elementary school, of course, the things that are taught are basic, important and principles related to the consequences of being a Muslim, even though at that age students have not yet reached the age of maturity, so the obligation falls upon something that must be done. However, as teachers we are obliged to convey the basics of Islamic knowledge, both with regard to students of fiqh, muamalah, the Qur'an hadith, aqidah morals, and the introduction of Arabic. In practice, what is taught in these madrasas, although they are still in the form of basic and simple concepts, it is not wrong if the teacher develops them.

E. Conclusion

In this learning process students are guided and directed to seek and find out for themselves what is the question or curiosity of students which then realizes the potential possessed by students, the potential in question is the ability to think critically and creatively, from three research sites that the authors saw and observed the learning process carried out by teachers in the fiqh study field on average was interesting, but among the three learning processes carried out by the three fiqh teachers in three different places and at different levels the authors concluded that the best learning process was learning that conducted by Fiqh teachers at MTSN 2 Melawi, the presentation is interesting, the selection of the right method and the teacher's ability in class management is very good, students look very enthusiastic in the learning process being carried out. Fiqh learning conducted by teachers in the field of fiqh studies at MIN still uses many methods that are less interesting because they are too monotonous using only one method, namely the lecture method without being balanced with other methods, so the learning atmosphere is less attractive, seems very boring, without support attractive media and facilities as practiced by MTsN teachers, and State MA teachers.

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